

## Southeastern Behavioral Center Improvement Plan/Progress Report

<b>Principle Three – Appropriate Evaluation</b>				
<p><b>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</b>  The reviewers found in three of nine files that evaluations were not conducted within the 25 day timelines. Consent was received by the parents at the annual IEP meeting but Southeastern Behavioral staff conducts evaluations throughout the entire year. The prior notices did not contain all areas being evaluated. The reviewers found that functional assessments were being completed, but they were not being addressed on the prior notice.</p>				
<p><b>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</b> Evaluations will be conducted within the 25 day timeline and prior notices will contain all areas being evaluated. Functional assessment will be addressed on the prior notice.</p>				
<p><b>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  Evaluations will be conducted within the 25 day timeline and prior notices will contain all areas being evaluated; including functional assessments.</p>				
<p><b>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</b></p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress Record date objective is met</b></p>	<p><b>12 month progress Record date objective is met</b></p>

6 month reporting date 5/30/05

Closed 5/31/05

<b>1. What will the district do to improve?</b> Evaluations will be conducted within the 25 day timeline.  <b>What data will be given to the SEP to verify this objective?</b> The number of student files checked and the number containing evaluations completed within the 25 day timeline will be reported to Special Education Program (SEP).	<b>Ongoing</b>	<b>Special Ed Director</b>	<b>Met 5/31/05</b>	
<b>Please explain the data (6 month).</b> 11 out of 11 files met the 25 day timeline for evaluations.				
<b>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</b>	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress Record date objective is met</b>	<b>12 month progress Record date objective is met</b>
<b>2. What will the district do to improve?</b> Prior notices will include all areas being evaluated.  <b>What data will be given to the SEP to verify this objective?</b> The number of student files checked and the number with prior notices that contain all areas being evaluated will be reported to SEP.	<b>Ongoing</b>	<b>Special Ed Director</b>	<b>Met 5/31/05</b>	
<b>Please explain the data (6 month)</b> 11 out of 11 files contain prior notices that include all areas being evaluated.				
<b>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results</b>	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress Record date objective is met</b>	<b>12 month progress Record date objective is met</b>

<b>3. What will the district do to improve?</b> Functional assessment will be addressed on the prior notice.  <b>What data will be given to the SEP to verify this objective?</b> The number of student files checked and the number addressing functional assessment on the prior notice will be reported to SEP.	<b>Ongoing</b>	<b>Special Ed Director</b>	<b>Met 5/31/05</b>	
<b>Please explain the data (6 month)</b> 11 out of 11 files address the functional assessment on the prior notice.				
<b>Principle Four - Procedural Safeguards</b>				
<b>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</b> Each school district shall provide parents on request a list of the types and location of education records collected, maintained, or used by the district. Student files at Southeastern Behavioral did not specify where other locations of student information could be found.				
<b>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</b> Student files at Southeastern Behavioral will specify where other locations of student information can be found.				
<b>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> Student files at Southeastern Behavioral will specify where other locations of student information can be found.				
<b>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</b>	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress Record date objective is met</b>	<b>12 month progress Record date objective is met</b>

<p><b>1. What will the district do to improve?</b>          Student files will specify where other locations of student information can be found.</p> <p><b>What data will be given to the SEP to verify this objective?</b>          The number of student files checked and the number specifying where other locations of student information can be found will be reported to SEP.</p>	<p><b>5/30/05</b></p>	<p><b>Special Ed Director</b></p>	<p><b>Met 5/31/05</b></p>	
<p><b>Please explain the data (6 month)</b>  <b>All 30 Special Education Files include information regarding all locations of student information.</b></p>				
<p><b>Principle Five – Individualized Education Program</b></p>				
<p><b>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</b>          The team reviewed student files and found that transition components for secondary IEPs and IEP related issues were not being completed. The course of study was not identified in eight of nine files. Southeastern Behavioral does not have a standard curriculum for any of their subjects. The PLOP must address how the disability affects the student's ability to make progress in the general curriculum. Through teacher interviews it was explained that there is not a standard curriculum in the agency. Some home school districts send their curriculum to Southeastern to use. If this does not occur, each teacher then must develop their own curriculum based on each student's educational needs.</p>				
<p><b>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</b>          Transition components for secondary IEPs and IEP related issues will be addressed and course of study will be identified beginning at age 14. Standards will be addressed and the PLOP will include how the disability affects the student's ability to make progress in the general curriculum.</p>				
<p><b>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>          The course of study will be included in the IEP beginning at age 14.</p>				

<b>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</b>	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress Record date objective is met</b>	<b>12 month progress Record date objective is met</b>
<p><b>1. What will the district do to improve?</b> The course of study will be identified for students beginning at age 14.</p> <p><b>What data will be given to the SEP to verify this objective?</b> The number of IEPs checked and the number addressing course of study beginning at age 14 will be provided to SEP.</p>	<p><b>Ongoing</b></p>	<p><b>Special Ed Director</b></p>	<p><b>Met 5/31/05</b></p>	
<p><b>Please explain the data (6 month)</b> <b>8 out of 8 files address the course of study beginning at age 14.</b></p>				
<p><b>2. What will the district do to improve?</b> The PLOP will address how the disability affects the student's ability to make progress in the general curriculum.</p> <p><b>What data will be given to the SEP to verify this objective?</b> The number of student files checked and the number of PLOPs addressing how the disability affects the student's progress in the general curriculum will be reported to SEP.</p>	<p><b>Ongoing</b></p>	<p><b>Special Ed Director</b></p>	<p><b>Met 5/31/05</b></p>	
<p><b>Please explain the data (6 month)</b> <b>11 out of 11 student files include information in the PLOP regarding how the student's disability affects the student's progress in the general curriculum.</b></p>				